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ABSTRACT

This reference guide is designed to help eighth grade teachers plan for instruction, providing all of the goals and objectives in one document. The guide can be used to link instructional objectives across disciplines, plan integrated units, and assist in assessing student progress over time. Only the very basic components of each discipline included in the Standard Course of Study are incorporated in this publication. Goals and objectives are presented for: language arts; mathematics; science; social studies; healthful living; arts education; second language; computer/technology skills; information skills; exploring life skills; exploring career decisions; exploring biotechnology; business computer technology; exploring business technologies: business and marketing; keyboarding; exploring technology systems; and guidance. Middle grades contacts are listed. (SM)

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REFERENCE GUIDE

for Integrating Curriculum

2001-2002

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REFERENCE GUIDE FOR INTEGRATING CURRICULUM

This **Reference Guide for Integrating Curriculum** is designed to assist teachers in planning for instruction. It provides in an easily accessible format all the goals and objectives from a grade level in a single document. This guide can be used to link instructional objectives across disciplines, plan integrated units, and assist in assessing student progress over time.

Only the very basic components of each discipline included in the **Standard Course of Study** are incorporated in this publication. It is imperative that teachers be familiar with the philosophy and rationale for each content area as described in the **Standard Course of Study**. Teachers also should be familiar with the goals and objectives of the grades that precede and follow their own.

The curriculum is being constantly updated; therefore, this guide is designed to be consumable and will be revised and reprinted yearly.

If you have questions regarding this guide, please contact Johna Faulconer in the Instructional Services Division of the Department of Public Instruction.

Middle grades contacts are listed to the left of this page.

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ENGLISH LANGUAGE ARTS GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 1
The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

Objectives

1.01 Narrate a personal account which:
- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

1.02 Explore expressive materials that are read, heard, and viewed by:
- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed, including personal reactions.
- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:
- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:
- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

COMPETENCY GOAL 2
The learner will use and evaluate information from a variety of sources.

Objectives

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:
- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.
- extending ideas.

2.02 Create a research product in both written and presentational form by:
- determining purpose, audience, and context.
- choosing a relevant topic
- selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- citing sources used.
- employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

COMPETENCY GOAL 3
The learner will continue to refine the understanding and use of argument.

Objectives

3.01 Evaluate a variety of public documents by:
- identifying the social context of the argument.
- comparing the argument and counter-argument presented.
- judging the effectiveness of tone, style, and use of language.

3.02 Refine the use of the problem-solution process by:
- evaluating problems and solutions within various texts and situations.
- utilizing the problem-solution process within various contexts/situations.
- constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.

3.03 Create arguments that persuade by:
- engaging the audience by establishing a context, creating a persona, and otherwise developing interest.
- developing a controlling idea that makes a clear and knowledgeable judgment.
- arranging details, reasons, and examples effectively and persuasively.
- anticipating and addressing reader/listener concerns and counter-arguments.

COMPETENCY GOAL 4
The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.

Objectives

4.01 Analyze the purpose of the author or creator and the impact of that purpose by:
- evaluating any bias, apparent or hidden messages, emotional factors, or propaganda techniques.
- evaluating the underlying assumptions of the author/creator.

4.02 Develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:
- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Use the stance of a critic to:
- consider alternative points of view or reasons.
- remain fair-minded and open to other interpretations.
- construct responses or review print/nonprint works.

COMPETENCY GOAL 5
The learner will respond to various literary genres using interpretive and evaluative processes.

Objectives

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:
- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of interest to the individual.
- reading literature and other materials selected by the teacher.
- assuming a leadership role in student-teacher reading conferences.
- leading small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.
- discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
- analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:
- reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).
- evaluating what impact genre-specific characteristics have on the meaning of the text.
- evaluating how the author's choice and use of a genre shapes the meaning of the literary work.
- evaluating what impact literary elements have on the meaning of the text.

COMPETENCY GOAL 6
The learner will apply conventions of grammar and language usage.

Objectives

6.01 Model an understanding of conventional written and spoken expression by:

- using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and case.
- using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- evaluating the use and power of dialects in standard/nonstandard English usage.
- applying correct language conventions and usage during formal oral presentations.

6.02 Continue to identify and edit errors in spoken and written English by:

- using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- self correcting errors in everyday speech.
- independently practicing formal oral presentations.

NUMBER SENSE, NUMERATION, AND NUMERICAL OPERATIONS

COMPETENCY GOAL 1

The learner will understand and compute with real numbers.

Objectives

1.01 Identify subsets of the real number system.
1.02 Estimate and compute with rational numbers.
1.03 Compare, order, and convert among fractions, decimals (terminating and non-terminating), and percents.
1.04 Solve problems involving percent of increase and percent of decrease.
1.05 Use scientific notation to express large numbers and numbers less than one. Write in standard form numbers given in scientific notation.
1.06 Use rules of exponents.
1.07 Estimate the square root of a number between two consecutive integers; using a calculator, find the square root of a number to the nearest tenth.
1.08 Solve problems involving exponents and scientific notation.
1.09 Determine the absolute value of a number.
1.10 Identify, explain, and apply the commutative, associative, and distributive properties, inverses, and identities in algebraic expressions.
1.11 Simplify algebraic expressions.
1.12 Analyze problems to determine if there is sufficient or extraneous data, select appropriate strategies, and use an organized approach to solve using calculators when appropriate.

SPATIAL SENSE, MEASUREMENT, AND GEOMETRY

COMPETENCY GOAL 2

The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.

Objectives

2.01 Use geometric concepts and modeling to interpret and solve problems.
2.02 Calculate distances and areas from scale drawings and maps.
2.03 Find the surface area of rectangular solids and cylinders.
2.04 Use models to investigate the relationship of the volume of a cone to a cylinder and a pyramid to a prism with the same base and height.
2.05 Find the volume of prisms, cylinders, pyramids, and cones, with and without models.
2.06 Use the Pythagorean Theorem to solve problems.
2.07 Determine the effect on the volume of solid figures when one or more dimension is changed.
2.08 Solve problems related to similar and congruent figures.
2.09 Locate, give the coordinates of, and graph plane figures which are the results of rotations (multiples of 90°). Graph plane figures which are similar to a given figure (dilations).
2.10 Identify and draw 3-dimensional figures from different perspectives (top, side, front, corner); use appropriate technology.
2.11 Build 3-dimensional figures given various views.
2.12 Select appropriate units and tools for measurement tasks within problem-solving situations; determine precision and check for reasonableness of results.

PATTERNS, RELATIONSHIPS, AND FUNCTIONS

COMPETENCY GOAL 3

The learner will demonstrate an understanding of patterns, relationships, and fundamental algebraic concepts.

Objectives

3.01 Use formulas in problem-solving situations.
3.02 Solve one and two-step linear equations and inequalities.
3.03 Graph a linear equation using ordered pairs. Investigate the graphs of linear inequalities; use appropriate technology.
3.04 Investigate the concept of slope; use appropriate technology.
3.05 Describe, extend, and analyze a wide variety of geometric and numerical patterns, such as Pascal's triangle or the Fibonacci sequence; use appropriate technology.

DATA, PROBABILITY, AND STATISTICS

COMPETENCY GOAL 4

The learner will demonstrate an understanding and use of graphing, probability, and data analysis.

Objectives

4.01 Interpret and construct box plots.

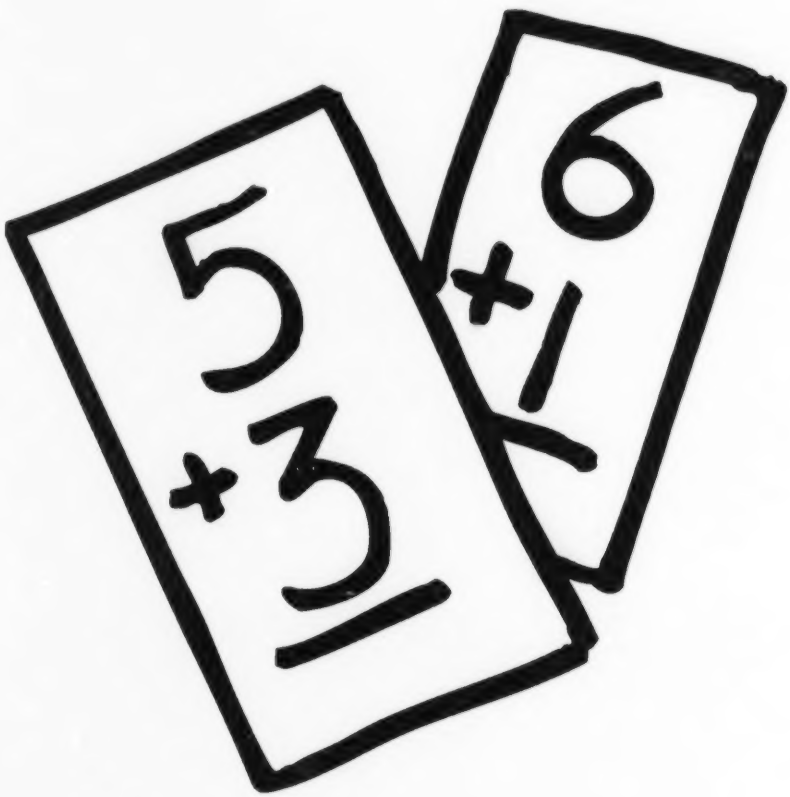
4.02 Collect data involving two variables and display on a scatter plot; interpret results; identify positive and negative relationships.

4.03 Interpret the mean, explain its sensitivity to extremes, and explain its use in comparison with the median and the mode.

4.04 Evaluate arguments based on data. Discuss random vs. biased sampling.

4.05 Find the probability of independent and dependent events.

4.06 Make predictions based on theoretical probabilities and experimental results.



THE NATURE OF SCIENCE, SCIENCE AS INQUIRY, SCIENCE AND TECHNOLOGY, SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES.

Learners will study the constancy and change of natural and technological systems. The strands provide a context for teaching content throughout all goals. In-depth studies include:

- Hydrosphere.
- Population Dynamics.
- Evolution Theory.
- Motion and Forces.

COMPETENCY GOAL 1

The learner will build an understanding of the hydrosphere.

Objectives

1.01 Explain the composition, properties, and structure of the hydrosphere.

1.02 Analyze hydrospheric data over time to predict the health of a water system:
- Temperature
- Dissolved oxygen
- pH
- Alkalinity
- Nitrates

1.03 Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms.

1.04 Assess human impact on water quality.

1.05 Evaluate the effects of point and non-point sources of pollution on North Carolina water.

COMPETENCY GOAL 2

The learner will build an understanding of population dynamics.

Objectives

2.01 Evaluate data related to population growth, along with problems and solutions:
- Waste disposal
- Resource availability
- Food supplies
- Transportation
- Disease control

2.02 Conclude that some ecosystem resources are finite.

2.03 Explain how changes in habitat may affect organisms.

2.04 Analyze practices that affect the use, availability, and management of natural resources:
- Land use
- Urban growth
- Manufacturing

COMPETENCY GOAL 3

The learner will build an understanding of evidence of change or constancy in organisms and landforms over time.

Objectives

3.01 Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life.

3.02 Evaluate evolutionary theories and processes:
- Biological
- Technological
- Geological

3.03 Examine evidence that the movement of continents has had significant global impact:
- Distribution of living things
- Major geological events

3.04 Evaluate the forces which shape the lithosphere:
- Constructive
- Destructive
- Earthquakes

3.05 Analyze information from technology used to monitor Earth from space.

3.06 Analyze factors that determine Earth's climate.

COMPETENCY GOAL 4

The learner will build an understanding of motion and forces.

Objectives

4.01 Analyze gravity as a universal force.

4.02 Demonstrate ways that simple machines can change force.

4.03 Analyze simple machines for mechanical advantage and efficiency.

4.04 Determine how the force of friction retards motion.

4.05 Develop an understanding that an object's motion is always judged relative to some other object or point.

4.06 Describe and measure quantities that characterize moving objects and their interactions within a system:
- Time
- Force
- Distance
- Velocity
- Mass
- Center of mass

4.07 Apply Newton's Laws of Motion to the way the world works:
- Inertia
- Gravitation
- Acceleration
- Action/Reaction

4.08 Investigate electricity and magnetism as universal forces:
- Basic properties
- Relationship between
- Technological applications

COMPETENCY GOAL 1
The learner will assess the influence of geography on the economic, social, and political development of North Carolina.

Objectives

1.1 Determine the absolute and relative location of physical and cultural features.
1.2 Describe the physical and cultural aspects of North Carolina places.
1.3 Analyze ways North Carolinians have modified, used, and adapted to the physical environment.
1.4 Trace changes in the movement of people, goods, and ideas at different periods throughout North Carolina history.
1.5 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

COMPETENCY GOAL 2
The learner will evaluate the effects of early contacts between various European nations and Native Americans.

Objectives

2.1 Identify Native American cultures and evaluate their contributions to North Carolina culture.
2.2 Describe and explain differences between Native Americans and Europeans in their attitudes toward the use of natural resources.
2.3 Describe the influence of trading contacts on relations between Native Americans and Europeans in North America.
2.4 Describe and distinguish among early European explorations in North America.

COMPETENCY GOAL 3
The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

Objectives

3.1 Locate important European settlements in North America and delineate reasons for their settlement.
3.2 Analyze the influence of various groups on colonial life in America.
3.3 Identify and assess the role of prominent colonial figures.
3.4 Assess the role of ethnic, racial, and religious minorities in colonial society.

COMPETENCY GOAL 4
The learner will trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.

Objectives

4.1 Assess the degree of economic and political control exercised from London throughout the colonial period.
4.2 Elaborate on the major reasons for the American Revolution.
4.3 Judge the role of prominent Revolutionary Era leaders.
4.4 Compare the Halifax Resolves and the Declaration of Independence.
4.5 Cite the significance of Revolutionary battles fought in North Carolina and their effect on the outcome of the war in other colonies.

COMPETENCY GOAL 5
The learner will assess the impact of major events, problems, and personalities of North Carolina and the new nation.

Objectives

5.1 Assess the severity of problems faced by the new nation and its people after independence was won.
5.2 Analyze strengths and weaknesses of North Carolina government under the Articles of Confederation.
5.3 Analyze the arguments of prominent North Carolinians for and against the ratification of the Constitution of the United States.
5.4 Analyze the strengths and weaknesses of the government framed by the Constitution of the United States, noting the extent to which liberties were granted to various groups.
5.5 Evaluate the causes and results of the War of 1812.

COMPETENCY GOAL 6
The learner will assess the role of North Carolina in events of the Antebellum Era.

Objectives

6.1 Describe the reform movements of the era and judge the extent of North Carolina's participation in them.
6.2 Judge the significance of an emerging two-party system in antebellum North Carolina.
6.3 Analyze the effects of the Constitutional Convention of 1835 on the economic, social, and political life of North Carolina.
6.4 Describe the history and status of minorities and women in the antebellum period.

COMPETENCY GOAL 7
The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

Objectives

7.1 Trace the development of sectionalism in North Carolina and the nation, and analyze the influence of slavery on this phenomenon.
7.2 Describe the efforts of individuals and groups in North Carolina to promote or prevent the dissolution of the Union.
7.3 Analyze relationships between the governments of North Carolina and the Confederate States of America in terms of North Carolina's contributions to the war effort.
7.4 Describe strategic strengths and weaknesses of Confederate, Union, and border states.
7.5 Identify and assess the impact of major Civil War campaigns and battles on life in North Carolina.
7.6 Analyze similarities and differences between Presidential and Congressional plans for reconstructing the Union and assess their impact on various groups in North Carolina.

COMPETENCY GOAL 8
The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late Nineteenth Century.

Objectives

8.1 Describe basic business organizations developed in the late nineteenth century and assess their impact on North Carolina.
8.2 Describe the national significance of industrialization and rapid population growth and contrast these phenomena to events in North Carolina and the South.
8.3 Evaluate the influence of nationally prominent industrial and business leaders on life in North Carolina and the nation.
8.4 Describe the political climate and the changing alignments of political parties and judge their effects on North Carolina and the nation.
8.5 Analyze the factors that promoted and sustained racial segregation in North Carolina and the South.

COMPETENCY GOAL 9
The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

Objectives

9.1 Describe the growth of educational opportunity as it affected all citizens in the state and nation.
9.2 Analyze the role of the state in World War I within the context of the national war effort.
9.3 Trace pressures for and results of Constitutional amendments of the period for both the state and nation.
9.4 Assess the extent to which North Carolina participated in the reforms of the Progressive Era.
9.5 Judge the effects of religious controversy and social change on North Carolina and the nation.

COMPETENCY GOAL 10
The learner will judge the extent to which North Carolina and the Nation shared in the problems of the Great Depression and World War II.

Objectives

10.1 Link economic conditions in North Carolina to those national and international conditions that brought about the Great Depression.
10.2 Assess the impact of New Deal reforms on economic, social, and political life in North Carolina and the nation.
10.3 Analyze the reasons for the involvement of the United States in World War II and describe North Carolina's contributions to the war effort.
10.4 Explain the impact of the war on various segments of North Carolina society and on the political life of the state.

COMPETENCY GOAL 11
The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.

Objectives

11.1 Describe the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina.
11.2 Evaluate the importance of technological innovations and advances on quality of life in North Carolina and the nation.
11.3 Evaluate the major changes and events that have affected the roles of local, state, and national governments.
11.4 Trace major events in the Civil Rights Movement and determine how this movement has changed the lives of North Carolinians.
11.5 Analyze the role of religious pluralism in contemporary economic, social, and political life.

SOCIAL STUDIES SKILLS

Skill I: The learner will acquire information from a variety of sources.
Skill II: The learner will use information for problem solving, decision making, and planning.
Skill III: The learner will develop skills in constructive interpersonal relationships and social participation.
Skill IV: The learner will participate effectively in civic affairs.

HEALTHFUL LIVING GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 1
The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Explain health risks for personal age group.
1.02 Appraise own health status.
1.03 Identify automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.
1.04 Predict the potential for health risks in a variety of situations.
1.05 Plan strategies to practice sun safety in various situations.
1.06 Explain how media can model both positive and negative health behaviors.

COMPETENCY GOAL 2
The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Develop systematic short-term and long-term health goal achievement plans.
2.02 Analyze own defense mechanisms.
2.03 Identify positive ways to cope with stress.
2.02 Accept responsibility for own behaviors.
2.03 Employ a variety of structured thinking processes to solve problems and make decisions.
2.04 Recognize and seek help for self-destructive thoughts and behaviors.
2.05 Identify the signs of suicide and develop a plan for seeking help.

COMPETENCY GOAL 3
The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or Heart Association approved test of CPR skills.
3.02*Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases.
3.03*Explain methods of contraception, their effectiveness and failure rates (some studies indicate condom use failure rates ranging from 2% to 30%), and the risks associated with different methods of contraception.
3.04*Demonstrate skills and strategies for remaining or becoming abstinent from sexual intercourse.
3.05 Project potential personal health consequences of global environmental problems.
3.06 Select personal behavior goals and strategies contributing to environmental improvement.
3.07 Evaluate accuracy and significance of media reports of health and medical research.
3.08 Communicate with health care providers about personal health status and concerns.
3.09 Explain how certain fads affect health, e.g., body piercing, tattooing, artificial fingernails.

COMPETENCY GOAL 4
The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Develop and maintain confidential relationships.
4.02 Describe constructive and risky means of expressing independence.
4.03 Seeks help from family, schools, and community resources for unhealthy relationships.

COMPETENCY GOAL 5
The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health.
5.02 Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.
5.03 Explain how different cultural perceptions impact self-esteem and body image.
5.04 Demonstrate how to balance calorie intake with caloric expenditure to maintain, gain, or reduce weight.
5.05 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.

HEALTHFUL LIVING GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 6
The learner will choose not to participate in substance use.

Objectives

6.01 Explain the relationship between amount and frequency of a harmful substance consumed and effect on behavior.
6.02 Identify resources for assistance with problems involving alcohol, tobacco products, and other substances.
6.03 Summarize typical experiences and feelings of persons who attempt to quit tobacco use.
6.04 Describe the special risks associated with alcohol use and vehicles.
6.05 Relate the potential impact—social, emotional, familial, physical, and legal—of harmful substance use on oneself.

COMPETENCY GOAL 7
The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Explain the principles of cardiovascular and strength training.
7.02 Complete a health-related fitness test and achieve fitness scores at an acceptable level.
7.03 Monitor resting, exercise, and recovery heart rates.
7.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

COMPETENCY GOAL 8
The learner will exhibit a physically active lifestyle.

Objectives

8.01 Monitor and evaluate the benefits of various physical activities.
8.02 Establish personal physical activity goals and monitor progress toward goals.
8.03 Express the value and importance of regular physical activity.

COMPETENCY GOAL 9
The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Recognize the role of sport, games, and dance in modern culture.
9.02 Identify behaviors that are supportive and inclusive in physical activity settings.
9.03 Willingly join others of diverse culture, ethnicity, and gender during physical activity.
9.04 Recognize the influence of differences on participation in physical activities.
9.05 Work cooperatively with peers of differing skill.

COMPETENCY GOAL 10
The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Solve problems in physical activity settings by analyzing causes and potential solutions.
10.02 Analyze potential consequences when confronted with a behavior choice in a physical activity setting.
10.03 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
10.04 Display sensitivity to the feelings of others during physical activities.
10.05 Consistently engage in fair play and sportsmanship behaviors during physical activity.

COMPETENCY GOAL 11
The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Successfully perform a variety of contemporary and popular dances.
11.02 Demonstrate square, folk, and social dance skills.
11.03 Create original dances using the elements found in recreational dance.
11.04 Demonstrate competence in advanced skills needed for team or dual games and sports.
11.05 Demonstrate competence in advanced skills needed for individual physical activity.
11.06 Create and perform sequential movement routines.

COMPETENCY GOAL 12
The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Understand and apply offensive and defensive strategies.
12.02 Identify critical elements of movement skills.
12.03 Know and apply rules and safe practices in a variety of physical activities.
12.04 Analyze the social and cultural significance of various movement forms.

*Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

DANCE

COMPETENCY GOAL 1
The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives
1.01 Exhibit and explain kinesthetic awareness in development of movement skills and dance techniques.
1.02 Synthesize the element of space in dance: accurately transfer a spatial pattern from the visual to the kinesthetic.
1.03 Synthesize the element of time in dance: accurately transfer a rhythmic pattern from the aural to the kinesthetic.
1.04 Synthesize the element of energy: identify and clearly demonstrate a range of dynamics/movement qualities.
1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.
1.06 Demonstrate accurate memorization and reproduction of dance sequences from verbal, visual and/or auditory cues.

COMPETENCY GOAL 2
The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives
2.01 Use improvisation to invent and combine movements for creating dance compositions.
2.02 Manipulate sequence in dance compositions.
2.03 Utilize partnering skills in dance compositions.
2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
2.05 Utilize and manipulate various compositional structures and/or forms of dance in dance compositions.

COMPETENCY GOAL 3
The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives
3.01 Create, present, and explain a dance that communicates a topic of personal significance.
3.02 Incorporate and justify the use of various elements to communicate meaning in a dance.
3.03 Create and present dance compositions based on the use of abstracted gesture.

COMPETENCY GOAL 4
The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives
4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.
4.02 Create a movement problem based on given criteria; demonstrate and evaluate multiple solutions to that problem.
4.03 Compare and contrast two dance compositions in terms of space, time, and energy.
4.04 Identify possible aesthetic criteria for evaluating dance.

COMPETENCY GOAL 5
The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives
5.01 Demonstrate dance styles and concepts from various cultures.
5.02 Create dance compositions based on dance from various cultures.
5.03 Compare, contrast, and evaluate dances from various cultures and historical periods.
5.04 Investigate, explain, and evaluate dance forms using many resources including people in the community, videos, computer technology, and print sources.
5.05 Create projects that incorporate knowledge of various dance forms and innovators throughout historical time periods.
5.06 Analyze the role of dance in at least two different cultures or time periods.

COMPETENCY GOAL 6
The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

6.01 Identify, explore, and explain the capabilities and limitations of the body.
6.02 Summarize strategies to prevent dance injuries.
6.03 Analyze the effects of healthy and unhealthy practices in dance.
6.04 Create an original warm-up and explain how warm-ups prepare the dancer mentally and physically for movement.

COMPETENCY GOAL 7
The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

7.01 Create dance compositions integrating ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
7.02 Create a dance project that integrates various arts areas (dance, music, theatre arts, visual arts).
7.03 Formulate examples of concepts used in dance and other content areas.
7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8
The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

8.01 Define the role of an audience and performer in dance.
8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
8.03 Identify and explore various dance related professions including those of dance critic, dance educator, and dance notator.

MUSIC

COMPETENCY GOAL 1
The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives
1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
1.02 Respond to the cues of a conductor.
1.03 Sing music of appropriate voicing, with expression and technical accuracy.
1.04 Sing music representing diverse styles, genres, and cultures.
1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:
1.06 Sing music written in 2 and 3 parts.
1.07 Sing music written in modest ranges which may include changes of tempo, key, and meter.

COMPETENCY GOAL 2
The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives
2.01 Play at least one instrument with appropriate posture, playing position, and technique.
2.02 Respond to the cues of a conductor.
2.03 Play music representing diverse styles, genres, and cultures.
2.04 Play by ear simple melodies and accompaniments.
2.05 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental music classes:
2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
2.07 Play music written in modest ranges which may include changes of tempo, key, and meter.

COMPETENCY GOAL 3
The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives
3.01 Improvise melodies and harmonic accompaniments.
3.02 Improvise rhythmic and melodic variations using major and minor pentatonic and diatonic scales.
3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4
The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives
4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.
4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5
The learner will read and notate music. (National Standard 5)

Objectives
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
5.02 Read melodic notation in the treble and bass clefs.
5.03 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.
5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6
The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Describe and explain specific musical events in a given aural example, using appropriate terminology.
6.02 Analyze elements of music in aural examples representing diverse genres and cultures.
6.03 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analysis of music.
6.04 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7
The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.
7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8
The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9
The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.
9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.
9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.
9.04 Show respect for music from various cultures and historical periods.

THEATRE ARTS

COMPETENCY GOAL 1

The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Apply the unique characteristics of the dramatic script such as dramatic structure and dialogue when writing for the theatre.
1.02 Create written dramatic material based on original or established interdisciplinary prompts, personal experiences and historical events.
1.03 Write, critique, and informally produce original scenes and one act plays.
1.04 Read and analyze scenes and plays.
1.05 Write detailed character analyses or biographies.

COMPETENCY GOAL 2

The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Practice and demonstrate techniques for physical and vocal conditioning.
2.02 Utilize physical and vocal skills to create believable characters.
2.03 Utilize acting skills to study human behavior and conflict resolution.
2.04 Synthesize research, observation, given circumstances and acting skills to create characters in formal and informal presentations.
2.05 Expand and utilize acting vocabulary such as motivation, objective and blocking.
2.06 Compare and utilize different acting methods and theories.
2.07 Participate in auditions.

COMPETENCY GOAL 3

The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Understand and practice the role of the designer and technical elements in the theatre process.
3.02 Design and build a set for formal or informal dramatic presentations.
3.03 Work collaboratively to use available resources for props, costumes, lighting and settings.
3.04 Expand and implement technical theatre vocabulary.
3.05 Assume the roles and responsibilities of the production staff.
3.06 Compare and contrast different theatre spaces (i.e. thrust, arena, proscenium, and flexible) and their different requirements for technical elements.
3.07 Create a prompt book.
3.08 Create an atmosphere for audiences in formal and informal presentations.

COMPETENCY GOAL 4

The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

4.01 Understand and practice the directing process: research, plan and collaborate, audition, cast, block and direct.
4.02 Implement the responsibilities of the director.
4.03 Collaborate with others to make choices to be applied to formal and informal productions.
4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.05 Communicate characters' internal monologue through vocalization and physical movement.

COMPETENCY GOAL 5

The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

5.01 Employ a variety of different research methods and technology to support production.
5.02 Demonstrate a knowledge of and the ability to discuss the implications of the legal and ethical issues regarding the use of other's ideas.
5.03 Reference a script to design and implement technical theatre requirements.
5.04 Analyze given circumstances in a script to create character.
5.05 Analyze given circumstances in a script to make artistic choices.

ARTS EDUCATION GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 6
The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Analyze other art forms and how they relate to theatre.
6.02 Synthesize several art forms into dramatic presentations.
6.03 Compare and contrast how society and various art forms impact each other.

COMPETENCY GOAL 7
The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Practice positive audience etiquette.
7.02 Evaluate the relationship between the audience and the production.
7.03 Use descriptive vocabulary and creative thinking in the critiquing process.
7.04 Write and discuss analysis of informal and formal theatre, film, television, and electronic media productions from various cultures.
7.05 Listen to and implement constructive criticism.
7.06 Analyze how theatre can evoke emotions and thoughts from an audience.

COMPETENCY GOAL 8
The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Compare and contrast theatre and related media to real life.
8.02 Analyze and discuss how theatre and related media have reflected and transformed various cultures throughout history.
8.03 Demonstrate a basic knowledge of American theatre history which may include the study of African, Asian, Native and Latin American, and other cultures.

VISUAL ARTS

COMPETENCY GOAL 1
The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives
1.01 Plan and organize for unique and original solutions.
1.02 Refine strategies for imagining and implementing images.
1.03 Analyze various solutions to solving creative problems to determine which are better.
1.04 Solve problems using images from fantasy and reality.
1.05 Choose and apply the best ideas among those developed over time.
1.06 Develop solutions that incorporate the use of a variety of senses.

COMPETENCY GOAL 2
The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives
2.01 Discriminate in deciding the effectiveness of various media techniques to reach an artistic solution.
2.02 Apply materials such that their unique properties and potential impact the artistic solution.
2.03 Apply a variety of techniques and processes when working with each material.
2.04 Determine an original solution through expressive media techniques.
2.05 Understand the historical and personal implications of the proper use of tools and materials.

COMPETENCY GOAL 3
The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives
3.01 Understand how artists use the elements and principles of design to impact their environment.
3.02 Develop original solutions that effectively apply the elements of art in an aesthetic composition.
3.03 Apply diverse original solutions in the problem solving process.
3.04 Apply intuitive perceptions in the problem-solving process.
3.05 Apply diverse experimental solutions in problem-solving.

COMPETENCY GOAL 4
The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives
4.01 Communicate and persuade through visual arts.
4.02 Develop the use of life surroundings and personal experiences to express ideas and feelings visually.
4.03 Utilize environmental imagery to create artwork with personal meaning.
4.04 Invent original and personal imagery to convey ideas that are both personal and have meaning.
4.05 Develop personal imagery and style.

COMPETENCY GOAL 5
The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives
5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.
5.02 Explain the impact of a particular culture, time and place on a specific work of art.
5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Explain the impact of art movements, periods, and styles.
5.05 Explain the impact universal themes in art throughout history have had on specific works of art.
5.06 Explain the impact of current culture on your personal style, attitude and techniques.

COMPETENCY GOAL 6
The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Evaluate the effectiveness of a work of art in meeting its intended purpose.
6.02 Evaluate the ways in which a work of art reflects or communicates the diverse experiences of the artist.
6.03 Interpret how a given work of art expresses the uniqueness of the individual artist.
6.04 Evaluate and reflect on the impact of various decisions made throughout the creative process.
6.05 Critique artwork evaluating purpose, tone and style in an oral or written expression.

COMPETENCY GOAL 7
The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Interpret and analyze connections, similarities and differences between the visual arts and other disciplines.
7.02 Demonstrate various ways the art elements and design principles interrelate within all arts disciplines.
7.03 Compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.04 Apply various technologies in order to effect visual arts and other disciplines.

COMPETENCY GOAL 8
The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Assess the ways art enhances all aspects of life.
8.02 Assess the criteria to pursue visual arts as a profession.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 8 (Beginning Sequence)

COMPETENCY GOAL 1

INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation to exchange information about everyday topics.
1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation.

COMPETENCY GOAL 2

INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Follow oral and written directions, commands, and requests.
2.02 Identify key words and main idea(s) from simple oral and written passages.
2.03 Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages about familiar topics.
2.04 Demonstrate understanding of oral and written questions about familiar topics.
2.05 Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, chants, and adolescent readings) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3

PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Write familiar words, phrases, and sentences in context.
3.03 Give simple directions and commands orally and in writing.
3.04 Present memorized materials such as poetry, rhymes, and skits.

COMPETENCY GOAL 4

CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05 Identify people and products and their importance to the target cultures.
4.06 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

COMPETENCY GOAL 5

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).

5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).

5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.

5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.

5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.

5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

5.10 Identify the mutual contributions of the target cultures and his/her own culture.

COMPETENCY GOAL 6

CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7

COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 8 (Continuing Sequence)

COMPETENCY GOAL 1
INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04 Engage in conversation about everyday topics.
1.05 Use culturally acceptable vocabulary, idiomatic expressions and gestures in conversation.

COMPETENCY GOAL 2
INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
2.03 Understand and follow oral and written directions, commands, and requests.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3
PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4
CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

COMPETENCY GOAL 5

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target culture and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

COMPETENCY GOAL 6

CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7

COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 8 (Exploratory)

COMPETENCY GOAL 1
INTERPERSONAL COMMUNICATION - The learner will engage in short/simple conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer basic questions using learned material orally and in writing.

COMPETENCY GOAL 2
INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on selected topics in the target language.

Objectives

2.01 Follow selected oral and written directions and commands.
2.02 Demonstrate understanding of learned/familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

COMPETENCY GOAL 3
PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on selected topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Present memorized materials such as poetry, rhymes, songs, skits.

COMPETENCY GOAL 4
CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use selected non-verbal gestures of the target cultures.
4.02 Recognize and use common verbal everyday greetings of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe.
4.05 Identify important individuals from the target cultures.
4.06 Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

COMPETENCY GOAL 5
COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).
5.03 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.04 Identify connections among languages by recognizing cognates and loan words.
5.05 Develop an awareness that people's behaviors may vary according to their culture.
5.06 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target culture and his/her own culture(s) in English.

COMPETENCY GOAL 6
CONNECTIONS - The learner will acquire, reinforcer, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

COMPETENCY GOAL 7
COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 Identify occupations within the community and beyond that require proficiency in the target language.
7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

COMPUTER TECHNOLOGY GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 1
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Objectives

1.1 Model ethical behavior relating to security, privacy, passwords, and personal information. (SI)
1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (SI)
1.3 Investigate occupations dependent on technology. (SI)

COMPETENCY GOAL 2
The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Objectives

2.1 Create/modify and print a database report. (DB)

COMPETENCY GOAL 3
The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Objectives

3.1 Select and use technology tools to collect, analyze, and display data. (SI)
3.2 Use word processing/desktop publishing for assignments/projects. (KU/WP/DTP)
3.3 Research, create, publish, and present projects related to content areas using a variety of technological tools. (KU/WP/DTP/DB/SS/MM/T)
3.4 Create/modify and use databases relevant to classroom assignments. (DB)
3.5 Apply search and sort strategies used in a database. (DB)
3.6 Create/modify and use spreadsheets to solve problems related to content areas. (SS)
3.7 Explain the rationale for choosing charts/tables or graphs to best represent data. (SS)
3.8 Use spreadsheets to explore various formulas/functions and relationships. (SS)
3.9 Conduct online research and evaluate the information found as to the validity, appropriateness, content, and usefulness. (T)

GRADE LEVEL FOCUS AREAS

- Using spreadsheets and databases relevant to classroom assignments
- Choosing charts/tables or graphs to best represent data
- Conducting online research and evaluating the information found
- Using word processing/desktop publishing for classroom assignments/projects
- Using a variety of technological tools to develop projects in content areas

STRANDS
SI = Societal Issues
KU/WP/DTP = Keyboard Utilization/ Word Processing/Desk Top Publishing
DB = Database
SS = Spreadsheet
T = Telecommunications
M/P = Multimedia/Presentation

INFORMATION SKILLS GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 1
The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

1.01 Participate in read-aloud, storytelling, book-talking, silent and voluntary reading experiences.
1.02 Demonstrate competence and self motivation as a reader.
1.03 Demonstrate appropriate care of resources.
1.04 Acknowledge ownership of ideas.
1.05 Identify elements of composition.
1.06 Identify characteristics of various genres.
1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2
The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

2.01 Identify published criteria of excellence for resources.
2.02 Apply identified criteria to select resources.
2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats (print, graphical, audio, video, multimedia, web-based).
2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3
The learner will RELATE ideas and information to life experiences.

Objectives

3.01 Describe personal cultural heritage and environment.
3.02 Collect and compare information about diverse cultures, environments, and peoples.
3.03 Identify bias and stereotypes.
3.04 Relate cultural similarities and differences to personal heritage and environments.
3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4
The learner will EXPLORE and USE research processes to meet information needs.

Objectives

4.01 Identify information needs and formulate questions about those needs.
4.02 Identify potential research process models.
4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
4.05 Gather information from the most effective resources.
4.06 Comply with the Copyright Law (P. L. 94-553).
4.07 Organize and use information.
4.08 Credit sources of information.
4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
4.10 Evaluate the product.

COMPETENCY GOAL 5
The learner will COMMUNICATE reading, listening, and viewing experiences

Objectives

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop, and evaluate information products and solutions.
5.05 Credit sources in all print, non-print, and electronic products.
5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

EXPLORING LIFE SKILLS GOALS AND OBJECTIVES: GRADE 8

RESOURCE MANAGEMENT

COMPETENCY GOAL 1
The learner will be able to analyze ways to manage personal and material resources to achieve goals.

Objectives
1.01 Outline elements of effective management.
1.02 Apply the management process.
1.03 Utilize decision-making strategies.

COMPETENCY GOAL 2
The learner will be able to demonstrate ways to manage the living environment.

Objectives
2.01 Practice ways to organize and design living space.
2.02 Discover ways to create comfortable living space.
2.03 Practice ways to conserve resources.

COMPETENCY GOAL 3
The learner will be able to demonstrate ways to manage clothing resources.

Objectives
3.01 Analyze clothing choices.
3.02 Demonstrate ways to care for clothing.
3.03 Manage a sewing project.

RELATIONSHIPS

COMPETENCY GOAL 4
The learner will be able to analyze aspects of personal development.

Objectives
4.01 Interpret the unique characteristics of self.
4.02 Examine factors that create a positive image.

COMPETENCY GOAL 5
The learner will be able to develop caring and respectful relationships.

Objectives
5.01 Discuss roles and responsibilities in relationships.
5.02 Determine strategies for coping with challenges.

NUTRITION AND WELLNESS

COMPETENCY GOAL 6
The learner will be able to explore the impact of food choices on healthy lifestyle.

Objectives
6.01 Describe influences on wellness.
6.02 Relate the Food Guide Pyramid to essential nutrients and their functions.
6.03 Analyze meals and snacks that meet Food Guide Pyramid recommendations.
6.04 Investigate resources for managing nutritional needs.

COMPETENCY GOAL 7
The learner will be able to demonstrate food preparation skills.

Objectives
7.01 Use safe and sanitary practices.
7.02 Prepare nutritious foods.
7.03 Use table etiquette.

LEARNING ABOUT CHILDREN

COMPETENCY GOAL 8
The learner will be able to analyze development of children.

Objectives
8.01 Summarize characteristics of children at developmental stages.
8.02 Plan developmentally appropriate activities for children.

COMPETENCY GOAL 9
The learner will be able to evaluate guidelines for child care.

Objectives
9.01 Examine nutritional needs of children.
9.02 Determine safety procedures for child care.

CAREER PATHWAYS

COMPETENCY GOAL 10
The learner will be able to examine career development planning.

Objectives
10.01 Examine factors in personal career selection.
10.02 Explore careers in Family And Consumer Sciences Pathways.

COMPETENCY GOAL 11
The learner will be able to practice positive employability skills.

Objectives
11.01 Identify traits of a good employee.
11.02 Apply effective job seeking skills.

EXPLORING CAREER DECISIONS GOALS AND OBJECTIVES: GRADE 8

THE WORLD OF WORK

COMPETENCY GOAL 1

Objectives

The student will analyze how work relates to the needs and functions of the economy and society.

1.01 Demonstrate leadership and citizenship qualities.
1.02 Analyze reasons why people work.
1.03 Investigate the value and dignity that are inherent in work.
1.04 Examine non-traditional career and equal employment opportunities.
1.05 Relate the effects of expanding technology to the workplace and its workers.
1.06 Distinguish the characteristics of American and international economics.

COMPETENCY GOAL 2

The student will demonstrate skills that promote success in the workplace.

Objectives

2.01 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to obtain and keep jobs.
2.02 Explain the importance of interpersonal relationship skills and teamwork on the job.
2.03 Apply problem solving skills to real-life situations in the workplace.
2.04 Simulate job-seeking skills, given selected scenarios.
2.05 Demonstrate money management.

EXPLORING CAREER OPPORTUNITIES

COMPETENCY GOAL 3

The student will research career information using school and public libraries, books, magazines, electronic sources and other resources.

Objectives

3.01 Demonstrate computer skills while accessing electronic information.
3.02 Analyze resources needed when choosing a career.
3.03 Apply the career pathway system for classifying careers.

COMPETENCY GOAL 4

The student will explore career opportunities through job simulations.

Objectives

4.01 Demonstrate safe and responsible behavior when using simple tools, equipment, and materials.
4.02 Follow instructions in completing job tasks.
4.03 Explore job tasks and career opportunities in the Agricultural and Natural Resources Technologies pathway.
4.04 Explore job tasks and career opportunities in the Arts and Science pathway.
4.05 Explore job tasks and career opportunities in the Biological and Chemical Technologies pathway.
4.06 Explore job tasks and career opportunities in the Business Technologies pathway.
4.07 Explore job tasks and career opportunities in the Commercial and Artistic Production Technologies pathway.
4.08 Explore job tasks and career opportunities in the Construction Technologies pathway.
4.09 Explore job tasks and career opportunities in the Engineering Technologies pathway.
4.10 Explore job tasks and career opportunities in the Health Sciences pathway.
4.11 Explore job tasks and career opportunities in the Industrial Technologies pathway.
4.12 Explore job tasks and career opportunities in the Public Service Technologies pathway.
4.13 Explore job tasks and career opportunities in the Transport Systems Technologies pathway.
4.14 Investigate an entrepreneurship within a pathway.
4.15 Critique major career opportunities within the community.

CAREER PLANNING

COMPETENCY GOAL 5

The student will be able to apply decision-making skills as related to career decisions.

Objectives

5.01 Analyze the seven-step decision-making process.
5.02 Apply the decision-making process to career decisions.

EXPLORING CAREER DECISIONS GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 6
The student will be able to analyze the relationship between self-awareness and career choices.

Objectives

6.01 Discuss the relationship between personal lifestyles and careers.
6.02 Interpret assessment of personal interests, aptitudes, attitudes, learning styles, work values, multiple intelligences, personality, and abilities as they relate to career choices.
6.03 Examine reasons for knowing oneself before making career decisions.

COMPETENCY GOAL 7
The student will be able to investigate educational opportunities as related to career choices.

Objectives

7.01 Describe factors that contribute to realistic education and career goals.
7.02 Contrast realistic primary and alternative career goals.
7.03 Evaluate the need for basic educational and occupational skills.
7.04 Relate high school course offerings to potential careers.
7.05 Critique school and community resources available to aid in the career development process.
7.06 Determine available educational and training options following completion of high school.

COMPETENCY GOAL 8
The student will be able to apply the career development planning process as related to school courses and schoolwork.

8.01 Compare career opportunities and requirements in a variety of occupations.
8.02 Create a preliminary career development plan.

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EXPLORING BIOTECHNOLOGY GOALS AND OBJECTIVES: GRADE 8

INTRODUCTION TO BIOTECHNOLOGY

COMPETENCY GOAL 1
The student will explain the basic concepts of biotechnology and their impact on life sciences.

Objectives
1.01 Describe biotechnology.
1.02 Recognize desirable characteristics and explain methods to obtain these characteristics in future generations.

PLANT DEVELOPMENT

COMPETENCY GOAL 2
The student will evaluate plant development in "Fast Plants."

Objectives
2.01 Identify and describe the process of germination and seeding growth.
2.02 Explain the use of "Fast Plants" in biotechnology.
2.03 Explain changes that occur during the life cycle of a plant.

COMPETENCY GOAL 3
The student will identify plant parts and explain their functions.

Objectives
3.01 Identify various parts of the flower.
3.02 Compare similar parts in different flowers.
3.03 Describe the function of each part of the flower.

COMPETENCY GOAL 4
The student will recognize different methods of asexual reproduction in plants.

Objectives
4.01 Describe plant asexual reproduction methods.
4.02 Group plants/plant parts in terms of their method of asexual reproduction.

THE CELL

COMPETENCY GOAL 5
The student will investigate cellular design and DNA.

Objectives
5.01 Observe and describe various cells.
5.02 Compare and contrast similarities and differences of various cells.
5.03 Explore the structure of DNA and its relationship to the cell.
5.04 Create a molecule of DNA.

GENETICS

COMPETENCY GOAL 6
The student will investigate a variety of traits found among humans.

Objectives
6.01 Identify the variety of traits found among members of the class.
6.02 Explain which traits are dominant and which are recessive.
6.03 Relate trait with inheritance of genes from parents.

COMPETENCY GOAL 7
The student will identify and describe five factors involved in population changes.

Objectives
7.01 List the distinguishing properties of an organism by using senses and measuring devices.
7.02 List the five factors involved in population changes.
7.03 Explain each factor involved in population changes.

COMPETENCY GOAL 8
The student will identify certain characteristics of organisms that enable them to survive.

Objectives
8.01 Define mutations and their influence on society.
8.02 Describe how selective breeding preserves useful traits.

TECHNOLOGY AND BIOTECHNOLOGY

COMPETENCY GOAL 9
The student will investigate the scientific principles of biotechnology.

Objectives
9.01 Research inventions and/or technological advances.
9.02 Identify technological products.
9.03 Identify science concepts for technological products.
9.04 Make a product using living organisms.

COMPETENCY GOAL 10
The student will explain the impact of biotechnology on society.

Objectives
10.01 Research ways biotechnology is improving the quality of life.
10.02 Identify both positive and negative aspects of biotechnology.

TECHNOLOGY

COMPETENCY GOAL 11
The student will explain the basic concepts of technology.

Objectives
11.01 List criteria for classifying objects as technological or non-technological.
11.02 Distinguish between items that represent technology and those that do not.
11.03 Create an example of new technology by using problem solving skills.
11.04 Select one technology and describe at least three ways it has affected society.
11.05 Describe the role of technology in improving crop plants.
11.06 Describe the role of technology in providing treatments for genetic diseases.

PROTEINS

COMPETENCY GOAL 12
The student will explain the functions of proteins.

Objectives

12.01 Differentiate between organic and inorganic materials.
12.02 Categorize organic compounds that are the chemical building blocks of life.
12.03 Perform a test for proteins.
12.04 Discuss the importance of proteins to living things.
12.05 Measure liquid volumes.
12.06 Describe chemical changes caused by enzyme activity.

DNA AND PROTEIN SYNTHESIS

COMPETENCY GOAL 13
The student will describe how genes specify the synthesis of proteins.

Objectives

13.01 Describe the physical appearance of DNA.
13.02 Explain the chemical make-up of DNA.
13.03 Explain how DNA is a chemical code responsible for the diversity in nature.
13.04 Describe the role of DNA in chromosomes.
13.05 Explain how DNA performs each of its functions.
13.06 Use DNA to form RNA and translate RNA into amino acids.
13.07 List the steps involved in protein synthesis.
13.08 List three types of mutations.

CLONING

COMPETENCY GOAL 14
The student will investigate the process of genetic engineering.

Objectives

14.01 Explain different ways in which bacteria impact our lives.
14.02 Describe E. coli and where it can be found.
14.03 List three conditions necessary for E. coli to grow.
14.04 Explain how a difference in the DNA composition of one organism may cause it to survive while others died.
14.05 Identify the elements involved in gene splicing.

SOCIAL IMPACT

COMPETENCY GOAL 15
The student will investigate the impact of biotechnology on social issues.

Objectives

15.01 Research pertinent articles in current literature and prepare a report.
15.02 Discuss the risks and benefits of a given technology.
15.03 Discuss the effect of various environmental dilemmas and technological developments on the human community.

CAREER OPPORTUNITIES

COMPETENCY GOAL 16
The student will investigate career opportunities in biotechnology.

Objectives

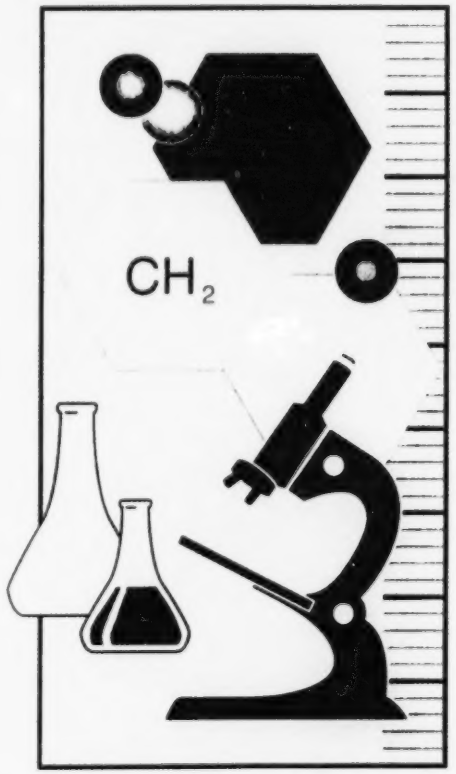
16.01 List and describe different categories of biotechnology occupations.
16.02 Explain the current need and future occupational outlook for biotechnology.
16.03 Research positions, salary ranges, educational requirements, working conditions and related careers in biotechnology.

LEADERSHIP SKILLS/DECISION MAKING

COMPETENCY GOAL 17
The student will perform leadership skills and make wise career decisions.

Objectives

17.01 Apply leadership skills within a vocational student organization.
17.02 Participate in appropriate vocational student organization activities.
17.03 Prepare/update a written tentative career development plan.



BUSINESS COMPUTER TECHNOLOGY GOALS AND OBJECTIVES: GRADE 8

BASIC COMPUTER SKILLS

COMPETENCY GOAL 1
The student will describe the role of computer hardware usage.

Objectives
1.01 Describe the changing role of technology.
1.02 Describe the information processing cycle, data storage options, computer maintenance and care.

COMPETENCY GOAL 2
The student will describe the role of software.

Objectives
2.01 Describe operating system functions.
2.02 Describe types of software and assess usage.

COMPETENCY GOAL 3
The student will explain technology issues related to computers.

Objectives
3.01 Discuss security issues related to data, hardware, and software.
3.02 Explain integrity and confidentiality issues related to data files.

APPLICATIONS SOFTWARE

COMPETENCY GOAL 4
The student will use word processing software.

Objectives
4.01 Enhance documents using underline, bold face, italics, and various font styles.
4.02 Demonstrate use of advanced editing features such as global search and replace, spell check, thesaurus, and cut and paste.

COMPETENCY GOAL 5
The student will create fundamental document processing.

Objectives
5.01 Key block style personal business letters, envelopes, and interoffice memoranda.
5.02 Key unbound/leftbound styles of reports and supporting documents.
5.03 Create, print, and save basic presentation graphic files.
5.04 Import clip art into word processing documents.

COMPETENCY GOAL 6
The student will use database software.

Objectives
6.01 Identify advantages and uses of database software.
6.02 Identify and explain database terms.
6.03 Retrieve, sort, edit, query or search, and print a prepared database.
6.04 Create and save a basic database.

COMPETENCY GOAL 7
The student will use spreadsheet software.

Objectives
7.01 Identify advantages and uses of spreadsheet software.
7.02 Identify and explain spreadsheet terms.
7.03 Retrieve, edit, and print a prepaid spreadsheet.
7.04 Create a basic spreadsheet.
7.05 Generate various charts from a prepared spreadsheet.

COMPETENCY GOAL 8
The student will use telecommunications software.

Objectives
8.01 Identify advantages and uses of telecommunications software.
8.02 Identify and explain telecommunications terms.
8.03 Identify telecommunications services and functions.
8.04 Describe the process of creating and sending a simple e-mail message.
8.05 Describe a process of conducting a simple search using the Internet.

EXPLORING BUSINESS TECHNOLOGIES: BUSINESS AND MARKETING GOALS AND OBJECTIVES: GRADE 8

BUSINESS IS FOR EVERYONE!

COMPETENCY GOAL 1

The student will be able to describe economic systems and the nature of business.

Objectives

1.01 Define terminology related to business and economic systems.
1.02 Identify and describe the characteristics of the free enterprise and other economic systems.
1.03 Discuss the purpose and activities of business.
1.04 Explain ethical considerations and practices of business.
1.05 Describe career opportunities in Business Technologies.

INFORMATION SYSTEMS CAREERS

COMPETENCY GOAL 2

The student will be able to examine education requirements, job responsibilities, employment trends and opportunities for careers in Information Systems.

Objectives

2.01 Define terminology related to information systems.
2.02 Explain the impact of technology on business activities.
2.03 Explain applications and systems software and their uses.
2.04 Investigate ethical decision making as related to information systems and technology.
2.05 Investigate the current career opportunities in telecommunications, database administration, network administration, etc.
2.06 Assess the education, experience and other requirements for careers in telecommunications, database administration, network administration, etc.
2.07 Simulate activities performed by information systems personnel.

ACCOUNTING AND FINANCE CAREERS

COMPETENCY GOAL 3

The student will be able to examine education requirements, job responsibilities, employment trends and opportunities for careers in Accounting and Finance.

Objectives

3.01 Define terminology related to accounting and finance.
3.02 Explain the basic accounting equation.
3.03 Describe the types and purposes of accounting statements.
3.04 Investigate the current career opportunities in accounting and finance.
3.05 Assess the education, experience and other requirements for careers in accounting and finance.
3.06 Simulate activities performed by accounting and finance personnel.

OFFICE SYSTEMS TECHNOLOGY CAREERS

COMPETENCY GOAL 4

The student will be able to examine education requirements, job responsibilities, employment trends and opportunities for careers in Office Systems Technology.

Objectives

4.01 Define terminology related to office systems technology.
4.02 Describe and demonstrate effective communication skills (reading, writing, speaking, listening) in a business environment.
4.03 Identify organizational skills (planning, time management, prioritizing, organizing office/desk, file management) as related to office systems.
4.04 Investigate the current career opportunities in office systems technology.
4.05 Assess the education, experience and other requirements for careers in office systems technology.
4.06 Simulate activities performed by office systems technology personnel.

BUSINESS ADMINISTRATION/ MANAGEMENT CAREERS

COMPETENCY GOAL 5

The student will be able to examine education requirements, job responsibilities, employment trends and opportunities for careers in Business Administration/ Management.

Objectives

5.01 Define terminology related to business administration and management.
5.02 Explain how managers use effective interpersonal communication skills to resolve conflicts and make decisions.
5.03 Investigate the current career opportunities in business administration and management.
5.04 Assess the education, experience and other requirements for careers in business administration and management.
5.05 Simulate activities performed by business administration and management personnel.

EXPLORING BUSINESS TECHNOLOGIES: BUSINESS AND MARKETING GOALS AND OBJECTIVES: GRADE 8

MARKETING CAREERS

COMPETENCY GOAL 6

The student will be able to examine education requirements, job responsibilities, employment trends and opportunities for careers in Marketing.

Objectives

6.01 Define terminology related to marketing.
6.02 Explain the steps involved and the importance of the marketing mix.
6.03 Describe the impact of marketing on our daily lives.
6.04 Investigate the current career opportunities in travel, tourism and recreation marketing; fashion merchandising; marketing technologies, etc.
6.05 Assess the education, experience and other requirements for careers in travel, tourism and recreation marketing; fashion merchandising; marketing technologies, etc.
6.06 Simulate activities performed by marketing personnel.

ENTREPRENEURSHIP

COMPETENCY GOAL 7

The student will be able to examine education requirements, job responsibilities, employment trends and opportunities for entrepreneurs.

Objectives

7.01 Define terminology related to entrepreneurship.
7.02 Explain the importance of entrepreneurs to the free enterprise system.
7.03 Investigate the current career opportunities as an entrepreneur.
7.04 Assess the education, experience and other requirements of an entrepreneur.
7.05 Simulate activities performed by entrepreneurs.

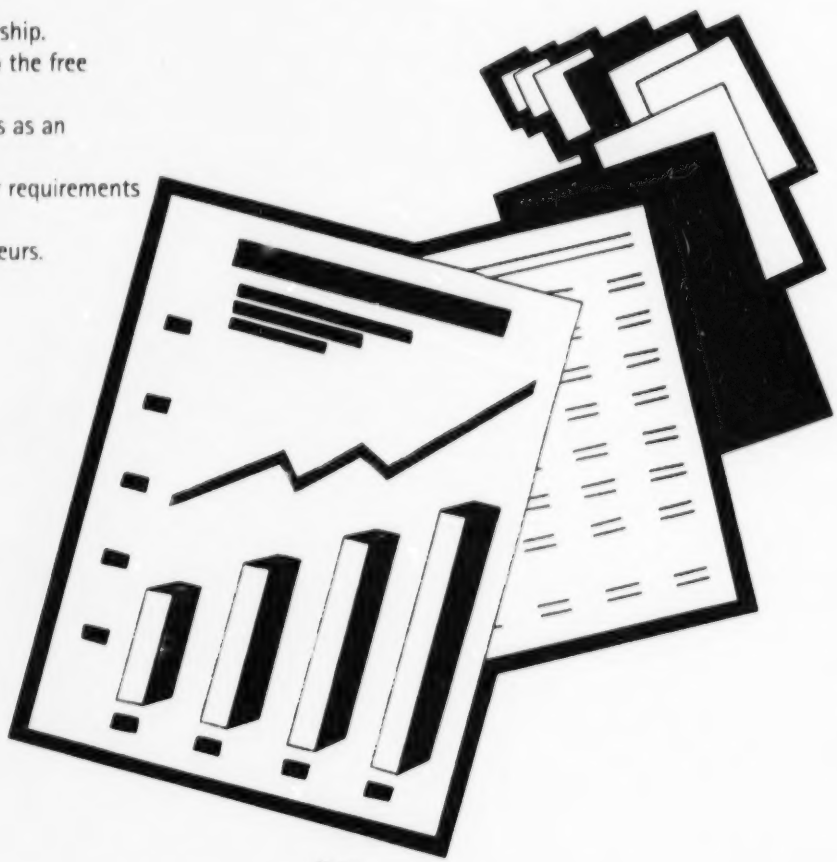
CAREER DEVELOPMENT PLANNING FOR BUSINESS TECHNOLOGY CAREERS

COMPETENCY GOAL 8

The student will be able to summarize exploration experiences for Business and Marketing careers and create/update a career development plan.

Objectives

8.01 Examine the relationship among personal interest, skills and abilities, and career research.
8.02 Reinforce keyboarding and technology skills related to employment.
8.03 Apply decision-making skills in the selection of a career focus of strong personal interest.



KEYBOARDING: MIDDLE GRADES GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 1
The student will describe the purpose, components, and use of a computer system.

Objectives

1.01 Identify the parts of a computer system.
1.02 Describe the purpose, components, and use of a computer system.
1.03 Describe the purpose and use of specific computer hardware and software.
1.04 Differentiate the various storage methods.

COMPETENCY GOAL 2
The student will use the touch method in operating the keyboard and numeric keypad.

Objectives

2.01 Demonstrate the touch method in operating the alphabetic keys.
2.02 Demonstrate the touch method in operating the numeric and symbolic keys.
2.03 Demonstrate the touch method in operating the numeric keypad.
2.04 Identify and demonstrate the uses of appropriate operational and correction keys.

COMPETENCY GOAL 3
The student will produce straight-copy materials accurately using correct techniques.

Objectives

3.01 Key straight copy for 1 minute with errors corrected.
3.02 Key straight copy materials for 3 minutes at 35 wpm with errors corrected.
3.03 Key straight copy for 5 minutes with errors corrected.

COMPETENCY GOAL 4
The student will proofread and correct errors in keyed copy.

Objectives

4.01 Describe various methods of proofreading and the use of spell check.
4.02 Demonstrate use of proofreaders' marks to edit documents.
4.03 Recognize and correct language and punctuation errors.

COMPETENCY GOAL 5
The student will key simple business/personal documents in acceptable format.

Objectives

5.01 Key simplified and formal memos in acceptable format.
5.02 Key personal and business block-style letters and envelopes in acceptable format.
5.03 Key centered invitations and/or announcements in acceptable format.

COMPETENCY GOAL 6
The student will key simple reports and supporting documents.

Objectives

6.01 Key title pages in acceptable format.
6.02 Key outlines in acceptable format.
6.03 Key simple unbound reports in acceptable format.
6.04 Key simple bibliography or works cited in acceptable format.

COMPETENCY GOAL 7
The student will compose sentences, paragraphs, and documents at the keyboard.

Objectives

7.01 Compose sentences and paragraphs.
7.02 Compose, edit, and rekey documents in usable form.

COMPETENCY GOAL 8
The student will demonstrate leadership skills.

Objectives

8.01 Exhibit effective leadership skills and cooperative attitudes.
8.02 Identify procedures for planning and organizing a business or organizational meeting.

EXPLORING TECHNOLOGY SYSTEMS GOALS AND OBJECTIVES: GRADE 8

INTRODUCTION

COMPETENCY GOAL 1
The student will analyze technology and the universal system model.

Objectives
1.01 Define technology and its importance to society.
1.02 Analyze the resources of technology.
1.03 Analyze the elements of the universal system model.

COMPETENCY GOAL 2
The student will apply management, communication, and safety skills.

Objectives
2.01 Exhibit safe and appropriate lab and classroom behavior.
2.02 Apply management and communication skills.

COMPETENCY GOAL 3
The student will analyze historical, social, and environmental effects of technology.

Objectives
3.01 Describe events in the evolution of technology.
3.02 Assess the impact of technology.

COMPETENCY GOAL 4
The student will apply a problem-solving method to technological problems.

Objectives
4.01 Analyze the components of a problem solving method.
4.02 Apply a method of problem solving to a technological problem.

COMPETENCY GOAL 5
The student will apply design criteria.

Objectives
5.01 Identify design criteria.
5.02 Design a technological product.

COMMUNICATION SYSTEMS

COMPETENCY GOAL 6
The student will analyze components, types and forms of communication.

Objectives
6.01 Analyze the components and types of communication systems.
6.02 Identify forms of communication technology.

COMPETENCY GOAL 7
The student will produce communication products using technological tools.

Objectives
7.01 Measure in U.S. and metric increments.
7.02 Identify the geometry used in technical drawing.
7.03 Produce a sketch/technical drawing.
7.04 Produce a computer aided drawing.
7.05 Produce a multimedia product.

ENERGY, POWER, AND TRANSPORTATION SYSTEMS

COMPETENCY GOAL 8
The student will apply principles of energy and power.

Objectives
8.01 Describe the types and forms of energy.
8.02 Apply principles of energy and power.

COMPETENCY GOAL 9
The student will apply principles used in transportation systems.

Objectives
9.01 Describe components and modes of transportation systems.
9.02 Apply principles used in transportation systems.

PRODUCTION SYSTEMS

COMPETENCY GOAL 10
The student will apply principles used in structural systems.

Objectives
10.01 Identify the components and types of structural systems.
10.02 Apply principles used in structural systems.

COMPETENCY GOAL 11
The student will apply current technology used in manufacturing systems.

Objectives
11.01 Describe the components and types of manufacturing systems.
11.02 Describe advanced technologies used in manufacturing systems.
11.03 Apply current technologies used in manufacturing systems.

OCCUPATIONAL TRENDS IN TECHNOLOGY

COMPETENCY GOAL 12
The student will analyze occupational trends in technology.

Objectives
12.01 Identify trends in technology.
12.02 Identify occupational opportunities in relation to trends in technology.
12.03 Assess personal career goals to develop a tentative Career Development Plan.

GUIDANCE GOALS AND OBJECTIVES: GRADE 8

COMPETENCY GOAL 1
The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (National Standard 1)

Objectives

1.01 Demonstrate competence and confidence as a learner.
1.02 Establish positive interest in learning.
1.03 Communicate pride in work and achievement.
1.04 Understand mistakes as essential to the learning process.
1.05 Identify attitudes, beliefs, and behaviors that lead to successful learning.
1.06 Develop time management and task management skills.
1.07 Demonstrate how effort and persistence positively affect learning.
1.08 Indicate when and how to ask for help.
1.09 Apply knowledge of learning styles to school performance.
1.10 Take responsibility for actions.
1.11 Demonstrate the ability to work independently and cooperatively.
1.12 Develop an awareness of personal interests, skills, motivations, and abilities.
1.13 Demonstrate dependability, productivity, and initiative.
1.14 Communicate knowledge.

COMPETENCY GOAL 2
The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options. (National Standard 2)

Objectives

2.01 Demonstrate the motivation to achieve individual potential.
2.02 Communicate critical thinking skills.
2.03 Apply critical thinking skills.
2.04 Apply study skills necessary for academic success.
2.05 Seek information and support from faculty, staff, family, and peers.
2.06 Choose to be self-directed, independent learners.
2.07 Apply knowledge of aptitudes and interests to establish challenging academic goals.
2.08 Use assessment results in educational planning.
2.09 Develop and implement an annual plan of study to maximize academic ability and achievement.
2.10 Demonstrate a goal setting process.
2.11 Use problem-solving and decision-making to assess progress toward educational goals.
2.12 Compare the relationship between classroom performance and success in school.
2.13 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.

COMPETENCY GOAL 3
The learner will understand the relationship of academics to the world of work, and to life at home and in the community. (National Standard 3)

Objectives

3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
3.02 Consider co-curricular and community experiences to enhance the school experience.
3.03 Determine the relationship between learning and work.
3.04 Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
3.05 Demonstrate how school success is the preparation to make the transition from student to community member.
3.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

COMPETENCY GOAL 4
The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (National Standard 4)

Objectives

4.01 Develop skills to locate, evaluate, and interpret career information.
4.02 Evaluate traditional and non-traditional occupations.
4.03 Demonstrate the importance of planning.
4.04 Pursue competency in areas of interests.
4.05 Develop organizational skills.
4.06 Demonstrate knowledge about the changing workplace.
4.07 Determine the rights and responsibilities of employers and employees.
4.08 Generate respect for individual uniqueness in the workplace.
4.09 Develop a positive attitude toward work and learning.
4.10 Explain the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

COMPETENCY GOAL 5
The learner will employ strategies to achieve future career success and satisfaction. (National Standard 5)

Objectives

5.01 Apply decision-making skills to career planning, course selection, and career transitions.
5.02 Apply personal skills, interests, and abilities to current career choices.
5.03 Demonstrate knowledge of the career planning process.
5.04 Indicate the various ways which occupations can be classified.
5.05 Establish how changing economic and societal needs influence employment trends and future training.
5.06 Demonstrate awareness of the education and training needed to achieve career goals.
5.07 Assess and modify their educational plan to support career goals.
5.08 Use employability and job readiness skills in work-based learning experiences.
5.09 Select course work that is related to career interests.
5.10 Maintain a career-planning portfolio.

COMPETENCY GOAL 6
The learner will understand the relationship between personal qualities, education and training, and the world of work. (National Standard 6)

Objectives

6.01 Investigate how work can help to achieve personal success and satisfaction.
6.02 Indicate personal preferences and interests that influence career choices and success.
6.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.
6.04 Give reasons for the effect of work on lifestyles.
6.05 Understand the importance of equity and access in career choice.
6.06 Understand that work is an important and satisfying means of personal expression.
6.07 Demonstrate how to use conflict management skills with peers and adults.

COMPETENCY GOAL 7
The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others. (National Standard 7)

Objectives

7.01 Develop a positive attitude toward self as a unique and worthy person.
7.02 Document change as a part of growth.
7.03 Classify and appropriately express feelings.
7.04 Distinguish between appropriate and inappropriate behaviors.
7.05 Examine personal boundaries, rights, and privacy needs.
7.06 Practice self-control.
7.07 Demonstrate cooperative behavior.
7.08 Document personal strengths and assets.
7.09 Anticipate changing personal, family, and social roles.
7.10 Establish that everyone has rights and responsibilities.
7.11 Respect alternative points of view.
7.12 Recognize, accept, respect, and appreciate ethnic, cultural and individual diversity.
7.13 Respect differences in various family configurations.
7.14 Use effective communication skills.
7.15 Understand that communication involves speaking, listening, and nonverbal behavior.
7.16 Research how to make and keep friends.
7.17 Demonstrate respect for self.
7.18 Recognize the value of the educational process.

COMPETENCY GOAL 8
The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)

Objectives

8.01 Understand consequences of decisions and choices.
8.02 Debate alternative solutions to a problem.
8.03 Develop effective coping skills for dealing with problems.
8.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.
8.05 Use conflict resolution skills.
8.06 Demonstrate a respect and appreciation for individual and cultural differences.
8.07 Indicate when peer pressure is influencing a decision.
8.08 Calculate long and short term goals.
8.09 Evaluate alternative ways of achieving goals.
8.10 Use persistence and perseverance in acquiring knowledge and skills.
8.11 Develop an action plan to set and achieve realistic goals.

COMPETENCY GOAL 9
The learner will understand safety and survival skills. (National Standard 9)

Objectives

9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
9.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
9.03 Compare the difference between appropriate and inappropriate physical contact.
9.04 Demonstrate the ability assert boundaries, rights, and personal privacy.
9.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
9.06 Assess resource people in the school and community, and know how to seek their help.
9.07 Apply effective problem-solving and decision-making skills to safe and healthy choices.
9.08 Forecast about the emotional and physical dangers of substance use and abuse.
9.09 Compare ways to cope with peer pressure.
9.10 Create techniques for managing stress.
9.11 Select coping skills for managing life events.